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THE OOTACAMUND PILOT SCHOOL IMPROVEMENT CONFERENCE, 1959

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Ootacamund, the Queen of Hill Stations, witnessed several achievements during the Season this year. The Madras Legislature Session, the visit of the Prime Minister, the A.I.C.C. Seminar on the Third Five-Year Plan and several other events made Ootacamund well known all the more. No less important was the Pilot School Improvement Conference and Exhibition which were unique in the history of educational progress in the Nilgiris District.

His Excellency Sri Bishnu Ram Medhi, Governor of Madras, Shri K. Kamaraj Chief Minister, Shri Bhaktavatsalam, Home Minister, Shri C. Subramaniam, Education Minister and Shri N. D. Sundaravadivelu, Director of Public Instruction—all took part in the Conference and Exhibition. This is the first time that the Governor of Madras took part in such a function by opening the Exhibition of articles contributed voluntarily by the people for the improvement of their schools. The Governor paid glowing tributes to the public of Nilgiris who had contributed a sum of over Rs. 7,03,183.64 in cash and kind for the improvement of various Secondary and Elementary Schools in the District under the Pilot School Improvement Scheme, 1959. The Governor was so pleased and surprised at the thousands of articles donated by the people that he announced, amidst cheers "his own humble contribution of Rs. 500" for the School Improvement Scheme in the Nilgiris. The Committee has well utilised this amount for the supply of children's books to Elementary schools.

It is no wonder that the people of Nilgiris received congratulations because Rs. 7 lakhs is a big achievement specially for a comparatively backward district like the Nilgiris. Shri Kamaraj in his presidential speech said that this function amply demonstrated the interest and enthusiasm of the people in the Education of their children. The Education Minister, Shri C. Subramaniam congratulated the organisers of the Conference and remarked that if Government had to take up such huge improvement works it would have had to levy additional taxes. The Home Minister, Shri Bhaktavatsalam, commending public generosity towards schools, observed that just as in olden days temples were built with the munificent donations of the people, so also schools were coming up now with people's aid. He said that this was really a revolutionary movement..

It is very interesting to analyse the various items under which people made their contributions :—

	Rs.
Total cash donations amounted to ..	89.964.72
Total receipts in land and kind amounted to ..	6,13,218.92
For Ooty Taluk the contribution is ..	3,66,596.64
For Coonoor Taluk the contribution is	3,36,587.00
Total ..	7,03,183.64

The following are some details regarding donations in cash and kind :—

	Rs.
1. School Buildings and building materials	3,00,000.00
2. Lands for schools ..	56,000.00
3. Midday meals ..	50,000.00
4. Apparatus for teaching and Radio-sets	35,000.00
5. Playgrounds ..	21,000.00
6. Building repairs and white-washing ..	10,000.00
7. Sports goods ..	8,000.00
8. Sanitary convenience	6,000.00
9. Dress for pupils ..	3,800.00
10. Maps ..	3,700.00
11. Books ..	3,000.00
12. Cooking and drinking water vessels ..	2,900.00
13. Clocks ..	2,400.00
14. Portraits of leaders	1,400.00

People donated hundreds of pounds of tea, coffee, potatoes, manure, rice, wheat and cement. One man from Koderi presented a bag of Cabbages to the Governor at the Conference. A teacher from Adderley gave away his 15 Rabbits which were displayed at the Conference. These were auctioned at the Conference for an amount of Rs. 100 which was used for buying drinking water vessels for his school. Garden implements, mirrors and combs, slates and pencils, gramophones, bricks and tiles, eating plates and tumblers, furniture, globes, first-aid boxes, black boards, scissors, and musical instruments were some other items donated by the people. Two teachers each contributed their one month's salary for their schools. Two Badaga women gave one day's wages. Some managements gave to their schools the entire maintenance grants received. People have thus shown in action what they can do for the education of their children.

The following number of schools participated in the Nilgiris Pilot School Improvement Scheme :—

(a) Elementary Schools ..	240
(b) Middle Schools ..	5
(c) High Schools ..	19
(d) Training Schools ..	2
Total ..	266

It was found that 10,382 individual persons had participated in this scheme. So many people had donated something or other, in some small or big way towards the improvement of the school of his choice. The list of donors and their contributions was printed in separate booklets for Ootacamund and Coonoor Taluks. It will thus be seen that this is a people's voluntary movement and that the achievement of Rs. 7 lakhs is undoubtedly an achievement for the people of Nilgiris and an indication of their love for education. If this love is kept up steadily, there is bound to be progress not only in education but in all other fields of human activity. For education is the foundation for human progress in all fields.

The success of the Ootacamund School Improvement Conference is due largely to non-official co-operation. A non-official committee was formed with Shri B. K. Linga Gowder, M.L.A., as President and Shri J. Matha Gowder, M.L.A., as Vice-President. Shri Ramaswamy Adigal, Smt. C. D. Mani, Shri G. N. Krishnamoorthy, Shri P. Gujjan

and Shri Boja Belli worked as Secretaries. The Conference and Exhibition were successful because of the active efforts of all these non-officials and the co-operation given by Headmasters and teachers. Two preliminary planning conferences were first held in January, one at Ootacamund and the other at Coonoor. A committee was formed in each school thereafter for school improvement. These committees functioned vigorously and brought success and a name for Nilgiris.

The Conference and Exhibition amply showed that even the existing schools in the State cannot be suitably housed and equipped immediately even if the entire resources of the State Government are utilised for the purpose. Each existing school and new school to be opened can be easily well equipped and housed if the parent who is willing to sacrifice his all for the welfare of his child donates as much as he can to the improvement of the local school. The Pilot Scheme makes people to think constantly of giving their children better schools and also to contact the teacher as their friend, philosopher and guide in the education of their children and give him due recognition and respect as well as a comfortable dwelling place within the school area.

The advantages of School Improvement schemes are many. Schools are better organised and improved. Provision of the many needed facilities is arranged for. New buildings are built for schools. Old buildings are repaired and white-washed. Play grounds are got or levelled. Equipment and sanitary facilities are provided. Teaching aids are added. There is promotion of contact between the public and schools. There is better contact established among the Headmasters, assistants and the public. There is better contact between Education Department and the public. Above all, public interest and enthusiasm in education is promoted. This is what Shri N. D. Sundaravadivelu, Director of Public Instruction calls "The New Fellowship of Self-help". Thousands of people are encouraged to participate in these people's movement for self help. "Such participation" the Director of Public Instruction adds, "will be a thrilling experience eyen to the humblest citizen and will go a long way to discard his inferiority complex if any, and to raise his status in society."

Pandit Nehru, our Prime Minister, was kind enough to send us a good message. He said "I am glad to learn of the School Improvement Scheme. During my visit to South India, I was greatly impressed by these School Improvement Societies and the good work they had done. I send my good wishes." Pandit Nehru in his speeches elsewhere has commended the School Improvement Scheme gloriously. The following are some relevant extracts from his speeches :—

"What I like more particularly in this new scheme in Madras is a certain dynamism counting into it a certain self-growth and self-improvement in which the teachers, parents and the children themselves and the Government all join."

"In School Improvement Schemes the essential thing is co-operative endeavour."

"It is a dynamic, self-reliant and self-growing type, a co-operative type."

Some of the messages received on the occasion of the Nilgiris Conference from renowned personages denote the significance of the scheme. Shri C. Rajagopalachari said, "My congratulations to the Committee. The donors have proved that they have realised the value of money and possessions by joining so freely for a good cause." Shri Morarji Desai, Finance Minister, Government of India, said, "It is indeed a good idea to seek to bring out an improvement in the management of schools so as to fit in with the needs of our people. I am glad that the public of Nilgiris District have come forward to make voluntary contributions."

The success of the School Improvement Scheme is in a large measure due to the leadership, vigour and energy shown by our esteemed Director of Public Instruction. He has given guidance to the officers of the Department to rewind themselves as catalytic agents for the improvement of schools. He has suggested the following as the *Pancha Shila* of this movement which have to be kept as the minimum to be provided for each school :—

1. Annual repairs to and white-washing of the school building.

2. Annual re-painting of the black-boards.

3. Provision of sanitary conveniences at least of an elementary type.

4. Provision of protected drinking water supply, and

5. Provision of a library.

It is no wonder that the Prime Minister of India has paid glowing tributes to the several educational schemes of Madras and has asked the other States of India to follow our State in educational matters. Madras occupies a very honourable place in the educational map of India.

School Improvement Schemes should be never ending. The Public of Nilgiris have donated markedly now. It is, however, neither the first instalment of donations nor the last. Such schemes should take place every year, even every day. The Scheme should become a regular feature in all the schools in every Distrist. I am quite confident that it will be so in this District.

OUR GIFTED CHILDREN ARE BEING CHEATED

DR. SAMUEL R. LAYCOCK

Dr. Laycock is dean emeritus of education at the University of Saskatchewan, Saskatoon, Canada, and author of *Gifted Children,* published in 1958. This is a digest of an article that appeared in the November-December 1958 issue of *The Canadian School Journal,* official organ of the Ontario Educational Association. It was based on a radio talk.

Teachers and thoughtful citizens are increasingly concerned these days about what can be done for children in the top five per cent of intellectual ability who may reasonably be called "gifted" children. They are concerned, too, with the next higher five per cent in ability who might be classed as "very bright" children.

Actually, the problem is part of the "unfinished business" of education. When our grandfathers provided free universal compulsory education for children, they thought they had finished the job. Now we know that public education has often turned out to consist merely of providing school curricula and teaching methods for children of average ability.

Often the materials and methods used do not meet the needs of either the dull or the gifted. Teachers of large classes are apt to concentrate their attention on the average, and possibly on the dull. The gifted children are the cheated children. It's too often assumed that they will "get by" anyway.

It's true that they may "get by" after a fashion, but at the cost of a deplorable waste of their talents. When faced with work that is far beneath their ability, many gifted youngsters lose interest in academic work or become bored or frustrated. They often develop sloppy and ineffective habits of work and thinking.

Research studies show that a very large proportion of gifted children are underachievers in school. That is, they do not work up to their capacity. Studies also show that many gifted children do not want to go to University. A Canadian 1958 report states : "Of our most able in some respect of aptitude and achievement, little more than half go to University."

In the U.S. an observer says that of boys and girls in the top third in intelligence, only one-third go to college, another third do not go because of lack of funds, and still another third do not go because they do not want to go. Other data from the United States indicate that of the pupils in the top 2 per cent of intelligence only 60 per cent go to college. What has happened to the rest? Have they, to use a popular phrase, been "browned off" in their interest in school work by their elementary and high school training? Certainly, the more the problem is investigated, the more it would appear that lack of funds is not the sole, and sometimes, not the most important reason why gifted and bright students do not go to University. We need to look at the influence of other factors too—at the quality of education the gifted have received at elementary and high school and at the *attitude of parents* and the public towards the gifted and towards higher education.

What I am going to say will be based on two points. The first is that every child in Canada—and I mean every child, whether he rates as dull, average or gifted—is entitled to a quality of education which will help him to develop his potentialities in a reasonable fashion. We want no Esau's children in this country, that is, children who are deprived of their birthright to an education appropriate—please note this word appropriate—to their capacities.

The second point is that Canada cannot afford the luxury of wasting half its talent. From the ranks of our gifted and very bright students must come the nation's leaders, not only in scientific research, but in the fields of industry, agriculture, health, education, the social sciences, philosophy, art, music, literature and the drama. The welfare of every man, woman and child in our country depends very greatly on a few creative and imaginative individuals. It depends upon those who are able to design a dam, develop an antibiotic, plan an auto-production line, settle a labour dispute, compose a symphony, write a poem, conceive an atomic power plant or plan national or community programmes for human welfare.

When I drive on the highway I see the sign, "Drive carefully, the life you save may be your own." I should like to say to my fellow-citizens, "Do something for the gifted child, the life you save may save your own or that of your children." Somewhere in our schools today may be the gifted boy or girl who will put the finishing touches on a cure for cancer or on the cure for the widespread mental illness of schizophrenia. Certainly all of us have a stake in giving the gifted child his chance.

May I point out, too, that in our new world of magnified power and shrunken space, there is an increasing level *of literacy and technical skill* required for effective work in industry, government and the professions. Technical advance in our day is destroying the number of low-skilled and routine jobs *and increasing* the number of jobs which require highly developed technical and managerial skills.

A high proportion of the new jobs being created require basic understanding of skills in mathematics and the arts of communication. Heavier demands are being made, too, for the ability to plan, to co-ordinate operations and to exercise independent judgment. This is true not only of industry, but of governmental services and the armed services. We must look to our gifted and very bright to meet these demands.

Please do not jump to the conclusion that I think that the great majority of our gifted should be directed into the fields of pure and applied science. Far from it. We need leaders in the humanities, the arts, the social sciences who will help us keep a proportion in our sense of values, who will help us to understand not only the elements that go into the making of our own national culture but also how peoples of other lands have come to terms with their environment and have established institutions and systems of values different from our own. John Hay Whitney once said, "The philosopher without the manager has nothing for supper; the engineer without the poet will run out of bridges to build."

And now I turn to what can be done for the gifted children. The first and most important thing required is a change in the public's attitude towards gifted boys and girls and towards gifted adults for that matter. That probably means nothing short of changing the mental attitude of the country as a whole.

At present, not only is every encouragement given to children to excel in sports, but there is a great deal of parental and public pressure to do so. Successful athletes get great public acclaim as well as high financial rewards while those who excel in academic work are called "egg heads", or "brains", or "long hairs". The pressure in our society for children to be mediocre is very great. The most terrible thing which can happen to our school children is to be called a "brain", so many gifted children go to great lengths to avoid the stigma. May I venture to suggest that we shall not get too far in decreasing the wastage of our greatest natural resource—our gifted children—until the public gives at least as high social prestige and financial rewards to success in school work as it does to success in sports.

(From 'Panorama'—WCOTP)

EDUCATION AND THE DEMOCRATIC PROCESS

OLDTIMER

"How sweet the moonlight sleeps upon this bank."

Shakespeare.

Time was when man raised his eyes to heaven in wonder, reverence and awe. The vast sweep of the starry sky, the fiery trail of the Sun God's chariot, the serene loveliness of the mystic Moon Goddess, the majesty of the world celestial—all these aroused a fresh awareness of the grandeur of the universe, a sense of the glory of Creation.

For both pagan and Christian, to look heavenward was an act of worship.

Yet now we gaze toward outer space with greedy eyes, hungering to stretch out and snatch some satellite as our own.

Some of this yearning for space stations reflects, not greed, but the rolling back of the frontiers of knowledge. The unknown always beckons tantalizingly to the questing mind. The challenge of the uncharted sea surely lured Columbus as strongly as the hope for a short route to the East. Indeed, it may be surmised that his own motivation was a thirst to know, a desire to discover, but he was shrewd enough, when raising funds to point out the returns that might await the investor in his voyage.

The curious mind probes ever at the veil of secrecy, whether it be the dust

of time that has sifted over ancient bones in a sarcophagus, or the meteoric dust of inter-stellar space.

Some of this restless mental prying may find its origins in primitive reactions. To early man, the unknown always presented a potential threat. The strange sound in the undergrowth might forewarn of a ferocious beast or an equally ferocious human invader, the strange taste might tell of poison, the strange landscape might mask a thousand perils. There was comfort and security in the known paths, and even the known perils were less frightening than those whose very nature yet was hid.

And even in our civilized era—if indeed it be such—the new idea and the unorthodox approach usually evoke cries of rage and tempered terror. What is new tends to be suspect, because it is unknown.

So the more we can reduce the area of the unknown, the greater becomes our area of mental security.

The goad that drives us onward and outward toward the planets, however, is not solely hunger for knowledge. It is in part, fear, fear of an alien country, not fear of the mysteries of outer space.

Somewhere in outer space it may well be that inhabitants of other worlds look down upon us. Are they amused by our moon rockets? We live in a world shrunk by science into a small community. We have learned to harness the roaring cataract, using the energy to light our homes, cook our food, toss the laundry about in the automatic washer, drive the vacuum cleaner in its daily hunt for dust. In seconds we can circle the globe with sound and with pictures, we can breakfast in Toronto, lunch in New York, and sleep in London. Science has made us world neighbours—but our world community association becomes a sounding board for strident hostile voices. If we can be observed by wise eyes out in the beyond, it must seem strange that before we have learned to live with neighbour nations we should be rushing off to investigate distant planets.

All the current emphasis on claiming new satellites as our own reacts upon the educator. Suddenly the clamour against a liberal education finds a new focus—we must settle down to master mathematics and the sciences or other nations will claim the heavens.

This argument strikes at the heart of democratic education. Perhaps it is true that we do not challenge eager young minds enough in our curriculum, perhaps it is true that we are so interested in giving everybody at least a public school background that we do not set adequate minimum performance standards.

But in democratic nations we do not learn so that we can dominate. We learn so that we can set man free—free from mental and material bondage alike. It may be essential, to preserve our way of life, that we remain alert and prepared; but it is also essential that we keep in mind the aim of democratic education—to create an environment where man is stimulated to explore and develop his talents, to utilize to the fullest extent his endowments of mind and character so that he and his community are enriched.

As the eyes of the worried multitudes are roving outer space, we need voices to remind us of the vast, unexplored universe *within* man. Here lie the challenging peaks and valleys, here lie vast areas of complex conflict, here lies the Unknown we can explore and in exploring find routes to a richer, fuller life for all mankind.

"Know thyself," said Socrates, "for this is the beginning of wisdom."

As the telescopes swing toward the moon, let us not forget to keep man under our microscope. For in a democracy, the human soul outweighs a distant satellite.—(From the 'Canadian Teacher'—May 1959.)

FOR THE HEALTH AND HAPPINESS OF THE YOUNG GENERATION

LYDIA GRECHISHNIKOVA
Assistant Chief of the Special Health Service Department of the U.S.S.R. Ministry of Health.

SHARP DROP IN CHILD MORTALITY RATES

Preliminary data of the last census in the U.S.S.R. show that the mortality rate among children has dropped almost seven times in comparison with the pre-revolutionary figure. In 1913, out of every thousand children born in Russia, 273 died before they were one year old. In 1940 the death rate came down to 184 per every thousand new-born infants, it further dropped to 45 in 1957 and 40 in 1958.

When the people are well-clothed and eat well, have good living conditions and no anxiety for the future, there is less disease and everybody, including the junior citizens of the country, enjoys better health. Moreover, an inherent characteristic of the Soviet system is that it takes particular care of the health of mothers and children, for which there exist in the Soviet Union a whole army of skilled medical workers and a great number of medical and prophylactic establishments.

A VAST NETWORK OF CHILDREN'S CLINICS AND HOSPITALS

We have, in the first place, consulting centres for mothers and children, and maternity homes and wards with 142,911 beds. There are special sanatoriums accommodating 100,000 children and children's hospitals with 201,000 beds. We have special children's clinics and doctors in the schools. Though these facilities may seem very great, we are not satisfied. New children's consulting centres, clinics and hospitals are to be built in the Seven-Year Plan period. Some of them have already been opened. For example, a big clinical hospital for children was opened in Saratov, a city on the Volga. The builders have taken care to provide the kids with all the necessary amenities. There are special isolation wards where the little patients are examined, all the words are light and airy and provided with radio and electric signals. The surgical and therapeutic departments, laboratories and reception rooms have modern equipment for treatment and diagnosis. There are play-rooms and a gymnasium. Plenty of fresh air is part of the treatment, and the children get it on open verandas, where they can stay any length of time.

In this seven year period, all the medical establishments for children will be built and equipped in accordance with the latest standards.

NURSERIES AND KINDERGARTENS

A large number of kindergartens and day nurseries, most of them in big industrial and agricultural centres, will be opened in this period. Kindergartens and day nurseries are being built on a large scale in the Soviet republics of Central Asia. They will be combined establishments, that will take care of all children up to school age. By 1965 the nurseries alone will cater to some two million children of up to three years age. This means that many more kids, thousands more, will be brought up according to the latest medical and educational methods and spend half the day (or, if the parents wish it, six days a week) in well-appointed, sunny nurseries. In 1965 the kindergartens and day nurseries

will have room for 9.1 million children. This is equal to the population of a small European state.

ERADICATING INFECTIOUS DISEASES AMONG CHILDREN

This additional number of children's establishments will naturally require additional medical personnel. No matter how big is the number of pediatricians and we have 45,000 in the U.S.S.R., it is not sufficient. By the end of this Seven-Year period the number of children's physicians will rise to 68,500. Pediatricians are needed not only for hospitals and clinics, but for sanatoriums, pioneer camps, kindergartens and day nurseries as well. We must also provide medical staffs for our scientific establishments. Soviet science is fighting infectious diseases and striving to eliminate them altogether. In this period Soviet medical specialists will do away with diphtheria. This is entirely feasible, as proved by the experience of many cities and regions of the U.S.S.R. In such a big city as Leningrad for instance, there have been only isolated cases of diphtheria in the last two years, none of them fatal. These brilliant results were reached by mass preventive inoculations.

Soviet physicians firmly believe that another dangerous enemy of children, poliomyelitis, will be conquered within the next seven years. Two special institutes have been opened by the Government: one for the study of poliomyelitis and methods of preventing and treating it, the other for the mass production and improvement of the vaccine against poliomyelitis. Children are now protected from the disease by mass preventive inoculations.

With the help of practising physicians, the Academy of Medical Sciences is now fighting helminthiasis, which has a considerable incidence among children. We are sure to conquer it by the end of the seven-year period. Whooping-cough is another children's disease whose incidence will be sharply reduced in the next few years. The numerous clinical tests of the whooping-cough vaccine have proved that it can help cut down the number of cases of the disease by 83-88 per cent.

FOOD PREPARATIONS FOR CHILDREN

But vaccines are not the only means of fighting diseases. Soviet physicians believe that a correct method of education, gradual hardening of the child's organism and a proper diet are guarantees of good health. Research has established that, after 6 months, the mother's milk is not sufficient to meet all the demands of the growing organism. Beginning with that age, jellies, vegetables, mashed fruit, egg yolk, etc., are added to the child's diet. It takes some time and, in the case of some foods, special skill to cook them. That is where the food industry has come to the mother's help. Little glass jars with brightly coloured labels can be seen on the shelves of grocery stores. They contain various tasty foods for children. Their assortment and the process of their preparation have been worked out by the Institute of Nutrition of the U.S.S.R. Academy of Medical Sciences. These foods are made in special shops of food factories with the most scrupulous laboratory care.

The output of children's foodstuffs will be considerably increased in the seven-year period. Milk kitchens. where various nutritious and medical milk mixtures are prepared for infants, will be greatly improved and provided with modern equipment. Special dairy farms, with select cattle and a well-organized veterinary service, have been set up to supply milk to young children. Special sanitary rules have been introduced for tests of milk and other children's food.

REST HOMES AND CAMPS FOR CHILDREN

Properly organized rest is also important to the children's health. I would

mention in this connection that children under school age leave the city every summer for stay in the country and older children go to pioneer camps. Over six million children spent the summer last year in pioneer camps and countryhouses. The state spends enormous sums to provide children with all conditions for a healthy and happy rest. Large sums are spent for the whole system of children's health protection. Parents do not have to pay anything to the doctor who visits their child at home, nor for the care of children at consultation centres, nor for the child's stay in a sanatorium, nor for treatment in hospital. They only pay 15 per cent of the cost of the child's maintenance in a kindergarten or day nursery.

In the Soviet Union children are taken care of by the state. That is why our children grow healthier and child mortality drops with every passing year. But we are not stopping at this. We do not doubt that the new Seven-Year Plan will bring us fresh achievements in this field, since our socialist state spares neither strength nor funds for the children's health and happiness.

OUR BOOKSHELF

Divyaprabhandha Thirattu (Tamil) : Published by the Chockalinga Vidyasalai, Lakshmipuram, Ramnad Dt.

This publication is No. 7 in the series of religious tracts brought out by Chockalinga Vidyasalai, Lakshmipuram. It contains 111 songs in praise of the Lord selected from different compositions. These are daily sung by devotees of God and are of much use to those who are in search of such a collection. The publishers are doing great service by such philanthropic distribution.

So I became a Teacher : By Syed Hafizuddin. (Kavyalaya Publishers, Mysore. Price Rs. 2.50).

Thousands of teachers who are wedded to the profession of teaching have been forced by circumstances, like the author, accidentally to become such and they find that after all they are suited to the job.

This brochure narrates the personal experiences of the author as a member of the teaching profession but he does not feel sorry for having entered the teaching line. How is that ? The reader will find an answer by reading the book through.

Receipt of the following publications is thankfully acknowledged :

1. Report of the Samskrit Commission with the recommendations.
2. South East Asia Social Science Bibliography, 1958.
3. Curriculum Revision Research (No. 28).
4. Planning for curriculum revision and development—digest of selected studies (Vol. X–No. 45).
5. Adult Education and Leisure time activities in Czechoslovakia (Vol. XI–No. 3).
6. Education in Israel (Vol. X–No. 6).
7. Technical and vocational education in the United Kingdom (a bibliographical survey—No. 27).
8. Statistics on Libraries (3 to 8 UNESCO's publications).

C. R.

S. I. T. U. EXECUTIVE BOARD

PROCEEDINGS OF THE MEETING HELD ON 27TH JUNE, 1959.

A meeting of the Executive Board was held at 11 a.m. on the 27th June, 1959 at the office of the South India Teachers' Union, Raja Annamalaipuram, with Mr. T. P. Srinivasa Varadan, President, in the chair.

The following members were present :—

1. Sri P. V. Ramaswami, Treasurer, S.I.T.U., Madras.
2. Sri C. Ranganatha Aiyengar, Journal Secretary.
3. Sri C. M. Fazalur Rahman, Vice-President.
4. Sri A. M. Kanniyappa Mudaliyar, Administrator, Benevolent Fund.
5. Srimathi Saraswathi Srinivasan, Vice-President.
6. Sri V. B. Murthi, S.I.T.U., Madras.
7. Sri P. S. Subramaniam, Periyakulam, Madurai.
8. Sri R. Bhuvarahan, Tiruchirapalli.
9. Sri H. Vaidyanathan, Madras.
10. Sri S. Balasubramaniam, Tanjore.
11. Sri N. K. Venugopal, Tiruchirapalli.
12. Sri R. Krishnan, Salem.
13. Sri D. Sebastian, Karaikudi.
14. Sri S. Natarajan, S.I.T.U., Madras.
15. Sri T. P. Srinivasa Varadan, President.
16. Sri G. Krishnamurthi, Secretary.
17. Sri K. N. Venkataraghavan, Chingleput.
18. Sri R. J. Sadanandam, Madras.
19. Sri S. Subba Rao, Joint Secretary.

At the outset the President spoke about the irreparable loss sustained by the nation and the teaching profession in the demise of Sri Kasturi Srinivasan. The following resolution was then passed :

"It is with deep regret we record the national loss sustained by the passing away of Sri Kasturi Srinivasan, who played a notable part in steadying public opinion and helping in the progress of the nation. His services to the cause of Indian journalism will long be remembered. He strove hard to maintain the independence of newspapers and did yeoman service in raising the status of the profession of journalism. His interests were varied. He was a patron of fine arts. He helped in the revival of Carnatic music and in the establishment of the Music Academy of Madras and the holding of the annual conferences.

"He took an abiding interest in education apart from his benefactions to many a poor student struggling through college, actively associated himself with the management of several educational institutions to which he extended his fostering care and wise stewardship, despite the heavy demands which the *Hindu* made on him.

"Above all he will be long remembered as a perfect gentleman, always kind and sympathetic to those who were struggling against adverse circumstances. He extended with a generous heart his support to all movements that have been directed towards the elevation of the under-privileged. He was keen to observe talent in the young and ready to help them so that their talents might be fruitfully pressed into the service of the nation.

"He had great respect for the teaching profession and lost no opportunity

of championing their cause and bringing home to the public the urgent need for improving the lot of the teacher. He has evinced a sympathetic interest in the South India Teachers' Union and has often helped us with his wise guidance and advice. His death has removed from this world a great and adorable personality.

" We offer to the members of the bereaved family our deepest sympathies and assure them that thousands of teachers are sharing their grief.

" The Executive Board further resolved to convey to the members of the bereaved family its sincere condolences."

Reference was also made to the passing away of M. S. Sundaram of Indian Embassy in England who was for some time a member of the South India Teachers' Union. A resolution of condolence over the death of M. S. Sundaram was also passed.

The President pointed out that copies of the minutes of the last executive meeting held at Salem had been sent to all the members. So it was taken as read and passed. He then thanked the out-going office-bearers Mr. V. Arunajatai, Secretary, Mr. Venkatachalam Iyengar, Vice-President, and Mr. T. V. Arumugam, the Joint-Secretary, for the co-operation they had extended during their tenure of office.

The President while dealing at length on the recommendations of the Grants Committee said that different scales of pay have been suggested by different District Teachers' Guilds and Teachers' Associations and added that all those recommendations have been forwarded to the State Pay Commission for their consideration. He then informed the house that the Bishop of Dindigul had replied to his letter requesting the authorities of the Catholic institutions not to terminate the services of the teachers under their managements at the age of 55, saying that the matter has been referred to the Archbishop for consideration.

The Board has reiterated its policy that it is against the nationalisation of primary and secondary education. It is of the view that private agencies have contributed much and are still contributing to the expansion of education at all levels and are maintaining high standards. It is further of the opinion that private effort in education is essential for fostering flexibility, initiative and vitality. The Board feels that private managements of elementary and secondary schools should be given all reasonable encouragement by the Government.

Referring to the recent amendments to pension rules, the President informed that he had made a representation that breaks after the age of 55 should also be condoned.

With regard to the grant to be paid to the elementary schools and also fixing the teacher-pupil ratio, he said they would be taken up for consideration when the Grants Committee took up the question of elementary education.

It has been pointed out that according to the latest pension rules, teachers who retired at 55 and who have been enjoying the pension benefits, were asked to refund when they got re-employed the pension amount so far received. After some discussion it was resolved to make representations to the Department that teachers drawing pension should be allowed to draw their salary also when re-employed provided the total emoluments did not exceed the pay last drawn.

The following members were elected to the Working Committee for the year 1959-60 :

Mr. P. S. Subramanian of Madurai District Teachers' Guild, Mr. R. Bhuvarahan of Tiruchirapalli Guild, Mr. Balasubramaniam of Tanjore Guild, Mr. Sabastian of Ramnad Guild and Mr. Soundararajan of North Arcot Guild.

Messrs. V. Soundararajan & Co., Chartered Accountants, Madras, were re-elected as auditors for the year 1959-60.

Messrs. M. Kanniappa Mudaliar of Chingleput and R. Krishnan of Sendamangalam, Salem District, were elected as internal auditors.

The Board resolved to celebrate the Education Week as usual. It suggested that the theme might be 'Education and Democracy'. At the suggestion of members the Board resolved to organise seminars.

It was resolved to appoint the Treasurer of the South India Teachers' Union as the Convener of the Education Week. It was resolved to send out circulars to all the participating associations and educational institutions to send representatives to the meeting to be convened about the middle of July to concert measures for celebrating the week this year.

The Board considered the alarming failures in Social Studies this year at the S.S.L.C. Examinations. It viewed with great concern the large number of failures and resolved to request the Government to examine the causes and take necessary steps to improve the results. It was further of the view that the Madras University, taking this fact into consideration, should revise the rules of eligibility so that candidates who have secured high marks in other subjects might be declared eligible.

The following members were re-elected to the S.I.T.U. Council of Educational Research: Messrs. S. Subba Rao of Salem, Fazalur Rahman of North Arcot and A. S. B. Philip of Tirunelveli.

At the suggestion of Mr. S. Natarajan it was resolved to convene a meeting of the Executive Board in September to offer felicitations of the Union to Mr. T. P. Srinivasavaradan, the President on his trip to England and also to thank the British Council for having extended an invitation to him.

The Board resolved to request the All India Federation of Educational Associations to extend an invitation to The World Confederation of Teaching Profession to hold their General Assembly in India in 1961.

WORKING COMMITTEE MEETING

The newly constituted Working Committee met at 3 p.m. with Mr. T. P. Srinivasavaradan in the chair and the following items of business were transacted:

1. The Committee unanimously elected Mr. C. Ranganatha Aiyengar, as Journal Secretary and Mr. V. B. Murthi as Assistant Journal Secretary.

2. The Union Budget (as revised) was passed.

3. The budget for the journal, "S.I.T." and "Balar Kalvi" was also passed.

4. Operation of Bank accounts:—It was resolved that the accounts of the Union be jointly operated upon by the Treasurer and the President or Secretary.

EDUCATION WEEK

HOW TO ORGANISE EDUCATION WEEK ?

1. Organise in your centre a Local Education Week Committee consisting of parents, managers, and members of the school boards, members of local bodies, and the prominent citizens of the locality, such as businessmen, lawyers, doctors, officers, engineers, social workers etc.

2. Organise an exhibition of the school work.

3. Keep the school open for visit by parents and the public.

4. Arrange for public meetings and lectures on each day of the Week and give an opportunity for laymen to express their views on the various aspects of Education.

5. Organise a campaign for the removal of illiteracy from your area and start adult education centres.

6. Organise a Home or School Council or Parents' Association to establish a closer contact between the Home and the School.

7. Organise a Students' Council to help in the efficient working of the schools.

8. Organise Junior Red Cross Groups where there is none.

9. Oganise Safety First Squad in your school for the promotion of health, caution and courtesy.

10. Arrange for demonstration of physical activities of the pupils, folk dances, songs and group games. Make the demonstration as grand as possible and invite parents to the function. If possible, take photographs of the demonstration and send them to the press.

11. Organise community service with the co-operation of National Extension scheme wherever possible.

12. Organise groups of teachers for the promotion of mutual understanding through study of philosophy in Religion, through the study of the Literature, Fine Arts, History, etc.

13. With the co-operation of the State and official and non-official agencies promote the understanding of the cultural unity of this country.

14. Through inter-state co-operation promote the understanding of the diversity of the cultural pattern in the different parts of the vast country.

15. Organise lecture tours of cultural leaders.

ARRANGE DURING THE EDUCATION WEEK FOR :

1. Exhibition of school work of pupils.
2. Demonstration of scout activities
3. Organisation of hobby clubs, science clubs, etc.
4. Demonstration of folk songs dances, paintings, etc.
5. Recitation from religious books.
6. Parent-Teacher-Association meetings.
7. Organisation of a community library.
8. Organisation of public relation groups.
9. Organisation of study groups.
10. Organisation of oratorical contests, games, etc.

THE S. I. T. U. COUNCIL OF EDUCATIONAL RESEARCH

REPORT OF SEMINAR HELD ON 28-6-1959

Under the auspices of the S.I.T.U. Council of Educational Research a one-day Seminar was held at 10-30 a.m. on Sunday the 28th June 1959 in the office of the South India Teachers' Union. More than sixty teachers from the city schools participated in the Seminar. Sri S. Natarajan was kind enough to be the Director of the Seminar.

At the outset, Sri T. P. Srinivasavaradan, President of the S.I.T.U. and Sri V. Arunajatai, the Convener of the Seminar welcomed the participants and referred to the two points to be discussed at the Seminar.

Sri S. Natarajan, the Director, referred to Sabhesan's interest in setting up a Council of Educational Research under the auspices of the S.I.T.U. He was happy at the response of teachers to the circular regarding the Seminar.

He said :

"In Madras State we have a large body of teachers who show great professional interest and consciousness and a desire to be of the greatest help to the pupils. But there is also a feeling among the public and parents that teachers are not evincing as much sincerity in their work as is expected of them. So the quality of the teacher is of the utmost importance."

"The standard of achievement at the end of the secondary course should be distinctly higher so that the pupils may go straightaway to the Degree course without going through the pre-university course. This can be achieved only by more effective methods of teaching. Another factor is the large influx of students to secondary schools. There is no question of selection at the age of 11 plus for entry into secondary schools and the problem will become more and more acute in the Third Five Year Plan stage. So Seminars of this kind will be necessary to discuss educational problems, try out experiments and work for the improvement of educational standards. It is also necessary that conditions of service and salaries of teachers should be attractive and we have to educate the public."

"The reorganised course becomes effective this year at two stages, the fourth and the eighth standards. A programme has to be planned for the learning process of pupils with this upgraded syllabus in view. There are seven extension service departments in the State well-equipped to help teachers. This Seminar can indicate to them the kind of aids, equipment, etc. needed for more effective teaching of the new syllabi. This Seminar will be exploratory in that sense. A central organisation where teaching aids can be assembled and from which schools can take things on loan and visits can be arranged by schools is also a necessity."

The Director concluded by saying that there were difficulties, but the Seminar was intended to enable teachers to face them and find out solutions.

The participants then divided themselves into the following five groups and went into a discussion between 12 noon and 2-45 p.m. with a break of half an hour for lunch :— (1) Language ; (2) Mathematics ; (3) Science; (4) Social Studies; and (5) Organisation.

The Seminar reassembled at 2-45 p.m. when the Conveners of the

five groups presented the following points :—

I. LANGUAGE COMMITTEE

Convener : Sri Venkateswaralu

After discussion the Committee made the following recommendations :—

1. There can be some written work in the Regional Language for the first standard.

2. It is possible to start written work in the various subjects by the pupils in the second standard with the limited knowledge of language gained in the first standard.

3. Too much emphasis should not be laid in covering the syllabus in full. It should be left to the teachers to go on the lines suggested therein, deviating where necessary.

4. Translation classes may be handled only by those who are qualified for it and who do not have composition correction work from the VIII standard and above.

5. The provision of seven periods per week including translation is inadequate for effective teaching. One more period may be allotted for language study by pupils from the VIII standard.

6. Number of exercises in composition work in languages other than English should be limited to 12, in view of the fact that the teachers concerned have to correct the notebooks of two or more classes.

7. Provision must be made for teaching the essentials of formal grammar in English.

8. How are we to tackle the problem of teaching English in the VIII standard with pupils of secondary and higher elementary schools in the same class ?

9. Less emphasis may be laid on structures and more on language learning from the VIII standard.

10. A model question paper in English I and II should be published early this year.

11. Refresher courses in English Phonetics should be given by competent English men and women every year for teachers of English in all standards.

12. Intensive training in English teaching should be given by the Extension Services department to the concerned teachers.

II. MATHEMATICS COMMITTEE—STANDARDS VIII TO XI

Convener : V. Arunajatai

I. General Mathematics : Syllabus and public examination papers are on right lines. Questions may be generally of a direct nature.

II. The composite mathematics syllabus is heavy. Extra periods will have to be provided. Otherwise, teachers will be put to the necessity of finding extra time out of class hours. Considering the demands on the time of the pupil in view of the various activities contemplated in the syllabus, the possibility of providing periods within the school hours should be explored.

III. Reference books, teaching aids and equipment should be found in all schools. Facilities should be provided for this.

IV. The system of giving full marks for answering three-fourths or so of the paper instead of stipulating the number of questions, may be adopted.

V. In theorems, riders should be of a simple and direct nature.

VI. There should be a shifting of emphasis in methods of teaching mathematics which will duly take into account the new system of weights and measures coming into force.

VII. Many of the items under practical activities may well be done as

group work. Hence the possibilities of group work should be exploited in the teaching of mathematics, both General and Composite. In the same way preparation of teaching aids by pupils in groups should be encouraged.

This is suggested as one of the ways for saving time much needed for finishing the syllabus.

VIII. Effective testing programme should become a normal feature of class work.

XI. The Council may take up the work of organising group work and tests.

III. SCIENCE COMMITTEE

Convener : Satyanarayanamoorthy

1. To do justice to the syllabus, the four periods allotted now will not be sufficient. It is felt that at least five periods a week must be allotted.

2. As far as possible, teachers who are graduates in the several science subjects must be allowed to teach their own subjects. Wherever it is not possible, teachers may be given a course extending at least over a period of six months in the subjects in which they have not graduated but which they have to teach.

3. To have effective practical work done in our schools, laboratory facilities such as equipment, qualified attendars, films, etc. should be provided. It is desirable to have laboratory assistants (or demonstrators) to help the teachers in the conduct of practical classes and correction of practical record note books.

IV. SOCIAL STUDIES COMMITTEE

Convener : M. P. Rajagopal

GENERAL

1. This Seminar recommends the need for rearranging the items of the syllabus in Standard IV, taking into consideration the response of the pupils and the environment in which they are placed.

2. How to integrate the present syllabus in History, Geography, Economics and Civics with the objective of Social Studies as background, as indicated in the syllabus is too difficult for the classroom teacher to comprehend and carry out. Text-books cannot under existing conditions attempt it. A handbook containing suggestions and directions on this matter is necessary.

STANDARD IV

3. A handbook for each district should be prepared by the Information department of the government and this should be brought up-to-date bearing in mind the needs of the syllabus and the sources indicated in it.

4. The syllabus is heavy and requires to be lightened by a broad indication of the historical, geographical and cultural background of the topics and of how the material under different subjects may be co-ordinated so that they bear intimately on the present life and work of the people today.

5. A simple and elementary approach to the topics given in the syllabus, suited to the age group, is recommended. The Handbook suggested should contain pictorial and diagramatic representation of the several items mentioned in the syllabus under Civics.

ACTIVITIES

6. It should be emphasised that the list of activities is only suggestive, not mandatory or restricted.

7. Ordnance maps should be made available to schools.

8. The State Government is requested to produce and make available at nominal cost the National Atlas of India in regional languages.

STANDARD VIII

9. The journal of the Madras Information should be revived in regional languages so as to contain material to help teachers to supplement teaching of current events. The Handbook to teachers should also contain practical aids, such as scenes from great lives, and select dramatized versions from standard works mentioned under activities in the syllabus for Standard VIII.

10. The government may publish select talks given in A.I.R. on subjects bearing on Social Studies in Standard VIII.

11. The number of periods allotted for each item should be regarded as only suggestive.

12. The State Government should hasten to facilitate the early publication of the wall maps of India and of the States in regional languages either on its own initiative or in co-operation with established firms.

V. ORGANISATION AND ADMINISTRATION COMMITTEE

Convener: Smt. Saraswathy Srinivasan

1. Under Language Part II it is suggested that the beginners may be put into a separate group and instruction imparted.

2. Under Arts and Crafts only two periods are allotted. Girls schools offer music, needle work, drawing and home-craft. Hence it is suggested that one more period may be taken up for craft during the eighth period on two working days in a week.

3. All equipment specified in the new syllabus under various subjects should be provided in every school.

4. A central museum of all teaching aids as recommended in the syllabus may be set up in the city either by the Department or by the co-operative effort of schools in the city or by even the teachers' organisation so that teachers may use the aids when they are not available in their own schools.

5. Library should be well equipped with reference books and a full time librarian allowed irrespective of the strength of the school or the volumes in the library.

6. Extra staff should be allowed in multi-lingual areas and also in schools where the need for extra teachers is felt (for e.g. General Mathematics and Composite Mathematics in the same section).

7. Salaries of all specialist teachers should be fully assessed for grant irrespective of the hours of work.

Sri S. Natarajan in his concluding address stressed the role of such Seminars in promoting teachers' professional efficiency, interest and consciousness.

Sri V. Arunajatai thanked the heads of schools for their co-operation in sending representatives to the Seminar. He wanted teachers to keep in mind the need for maintaining high standards. He appealed for increased membership of the Council of Research.

With a vote of thanks proposed by the Secretary of the Council to the Director and the participants, the Seminar concluded.

APPENDIX

Teachers who participated in the five Committees.

I. LANGUAGE COMMITTEE:

1. Sri R. Venkateswaralu.
2. ,, N. Doraiswamy.
3. ,, Padmanabhan.
4. ,, B. N. Paul.
5. Smt. J. Saraswathy
6. The Headmistress, Hobart Training School.
7. Sri R. Venugopal.
8. ,, Sandanasamy.
9. Miss Leelavathi.

II. MATHEMATICS COMMITTEE :

1. Sri Seshagiri.
2. „ V. M. Vaideeswaran.
3. „ V. S. Natesa Iyer.
4 „ H. R. Junaidy.
5. Miss Rajalakshmi.
6. Mrs. A. Saraswathy.
7. Sri D. Ramanujam.
8. „ Ramanathan.
9. „ T. R. Sastry.
10. „ V. Arunajatai.

III. SCIENCE COMMITTEE :

1. Sri Ramamoorthy.
2. „ Parthasarathy.
3. „ Seshadri.
4. „ Jabarathnam.
5. „ P. V. Krishnamurthy.
6. Miss Kalyani.
7. Miss Rajamma.
8. Sri T. K. Krishnamurthy.
9. Miss Saradambal.
10. Sri Satyanarayanamurthy.
11. „ S. D. Krishnamurthy Rao.
12. „ Jayaraman
13. Miss Benjamin.

IV. SOCIAL STUDIES COMMITTEE :

1. Sri V. Ramamurthy.
2. „ Swaminathan.
3. „ M. P. Rajagopal.
4. „ Gopal.
5. „ Selwyn.
6. „ V. Krishnan.
7. Smt. S. Karpagavalli.
8. Smt. R. Clara.
9. Smt. R. Meenakshi.
10. Sri P. George.
11. Miss J. Suseela.
12. Sri G. Sreenivasachari
13. Sri V. B. Murthi.

V. ORGANISATION AND ADMINISTRATION COMMITTEE :

1. Sri A. K. Sitaraman.
2. „ T. S. Umapathy.
3. Smt. Saraswathy Srinivasan.
4. Smt. Maragathavalli.
5. Miss B. Hemavathy.
6. Mrs. Sundaram.

THE S. I. T. U. BENEVOLENT FUND

Serial subscription numbers of members who have renewed their subscriptions :—

Town High School,
Arni, North Arcot Dt. :
Renewed for 1958-59.

Nos. 2083, 2085, 2091-2094, 2096-2098, 2101, 2103, 2104, 2106-2111, 3321, 3403, 3404, 3406.

New Members from 1958-59 :
No. 3438 Sri J. Subba Rao.
No. 3439 Sri J. Krishnamurthi.

Islamiah High School,
Mélvisharam, North Arcot Dt. :
Renewed for 1958-59.
2002-2007, 2009-2014, 2016.

New Members from 1958-59 :
No. 3441 Sri Abdulla Basha.

C. A. M. High School,
Kandanoor, Ramnad Dt. :
Renewed for 1958-59.

Nos. 1734-1736, 1738, 1740 to 1747, 1749 to 1751, 1753 to 1755, 1758, 1760-1762, 2850, 3330, 3333.

New Members from 1958-59 :
No. 3442 Sri K. S. Raghupathi Rao.
No. 3443 Sri R. Venkatakrishnan.
No. 3444 Sri Rm. Muthusamy.
No. 3445 Sri N. Ramaswamy.
No. 3446 Sri K. Kassim.
No. 3447 Sri A. Ramanathan.
No. 6. Sri C. Ranganatha Aiyengar (1959-60)
No. 1799 Sri K. Soundararaja Rao (1960-62)

Pachiappas High School,
Kancheepuram, Chinglépút Dt. :
Renewed for 1959-60.

Nos. 15, 821, 823, 825-828, 830 to 840, 842, 846, 3172, 3291-3293, 3273-3274 3435, 3436.

New Members from 1959-60 :
No. 3448 Sri C. Subramanian.
No. 3449 Sri T. A. Thanya Kumar.

GOVERNMENT NOTIFICATIONS

DEPARTMENT OF HEALTH, EDUCATION AND LOCAL ADMINISTRATION

(EDUCATION)

Amendment to rules relating to grant of recognition and aid to elementary schools

(G.O. Ms. No. 1195, Education, 5th June, 1959.)

S.R.O. No. C-102 of 1959.

The following amendment shall be made to the rules for the grant of recognition and aid to elementary schools published with the late Education Department Notification No. 243, dated the 21st August 1939, at pages 556-568 of Part I-B of the Fort St. George Gazette dated the 29th Aug. 1939, as subsequently amended:—

AMENDMENT

In the said rules, under the heading Chapter I "Rules for Recognition", for rule 20 (c), the following rule shall be substituted, namely:—

"(c) Text Books shall not be changed within three years of their introduction except with the prior approval of the District Educational Officer and for valid reasons."

Amendment to Madras Educational Rules

(G.O. Ms. No. 1195, Education, 5th June, 1959.)

S.R.O. No. C-103 of 1959.

In rule 58 of the Madras Educational Rules, for the words "within two school years", the words "within three school years", shall be substituted.

P. K. HANUMANTHA RAO,
Deputy Secretary to Government.

DEPARTMENT OF HEALTH, EDUCATION AND LOCAL ADMINISTRATION

(Education)

Amendment to rules relating to grant of recognition and air to elementary schools.

(G.O. Ms. No. 1270, Education, June 1959)

S.R.O. No. C-106 of 1959.

The following amendment shall be made to the rules for the grant of recognition and air to elementary schools published with the late Education Department Notification No. 243, dated 21st August 1939, at pages 556-568 of Part 1-B of the Fort St. George Gazette, dated the 28th August 1939, as subsequently amended:—

AMENDMENT.

In the said rules, under the heading "Chapter I—Rules for Recognition," for sub-rule (3) of rule 12, the following sub-rule shall be substituted, namely:—

"(3) In every elementary school with Standard V as the highest, the headmaster or headmistress should hold a trained teacher's certificate of the higher elementary grade:

Provided that such a certificate shall not be required in case of a headmaster or headmistress who had at least two years' experience as headmaster or headmistress, as the case may be, on or before the 16th September 1933:

Provided further that a headmaster or headmistress appointed after the 1st October 1939 to any such school having four or more teachers, should hold a trained teacher's certificate of the Secondary Grade; and

Provided also that a headmaster or headmistress appointed after the 1st June 1960 to an elementary school with Standard V as the highest shall hold a trained teacher's certificate of the secondary grade;

Provided also that in every elementary school with Standard V as the highest which does not have a trained teacher of the secondary grade on its staff, there shall be employed at least one trained teacher of the secondary grade on and from the 1st June 1960."

P. K. HANUMANTHA RAO,
Deputy Secretary to Govt.

SECRETARY'S LETTER

Dear Fellow-Teachers,

While thanking you for electing me as Secretary of the Union this year, I have to invite your kind attention to the work ahead of us. This year is a crucial one in that the status of the teacher with reference to his salary and service conditions is going to be decided by the Grants Committees and the Pay Commission. It is essential that we see that no member of our profession keeps outside our fold. Every teacher in a high or elementary school should become a member of the Union through the District Teachers' Guild or direct where there is no Guild. Every teacher will do well to subscribe to *The South Indian Teacher* (annual subscription is Rs. 5/-) to keep himself abreast of the times with regard to the developments.

Grievances reported then and there to the Union will be attended to to the point of relief and general reports of relief will be made in *The South Indian Teacher.* Individual replies will be sent, if stamps are enclosed.

Let us understand that representation then and there is necessary in a democracy and many of our present ills are due to want of representation.

Rate of Individual Subscription to the Union :

Graduates	Rs. 2 per annum
Non-Graduate Teachers in High Schools ..	Re. 1 per annum
Elementary School Teachers ..	nP. 50 per annum

(Official year of the Union is July to June)

Yours in the cause of Education,

G. KRISHNAMURTHY,
Secretary.

15th July 1959.

EDITORIAL

Freedom for Headmasters

There is a growing feeling among the headmasters that the academic freedom which they have been enjoying and which is their due is being slowly curtailed both by the Department of Education and by the Managements by meddlesome interference. There will not be any healthy growth in education if such interferences are made. Undue pressure is being brought to bear on the heads of institution by managements in the matter of admission of pupils to classes, when they are not qualified for admission to those classes. It is reported that Commissioners of Municipalities in many cases have interfered both in the matter of admission and promotion. Headmasters who do not carry out their wishes run the risk of losing their appointments. A few of the District Educational Officers unduly interfere in the matter of promotion. Recently we understand the Government have ruled that neither the District Educational Officers nor the Director can interfere in the matter of promotion under the present rules. It is hoped that the officers of the Department of Education who should set a model would scrupulously observe the principle of non-interference. There are a good number of educational officers who respect the academic freedom of the headmaster and we are thankful to them. It is only a few who in their zeal to exercise their power go out of the way and thus create a feeling that the Education Department is more for exercising its power than for the healthy growth of education in an institution.

If one goes through the Madras Educational Rules one will be struck with the punishments contemplated even for minor offences which are only lapses. It is increasingly felt that a separate Judicial Officer should be appointed to enquire into the charges and that he alone be empowered to inflict punishment. No doubt there may be some delay but this will secure justice to the aggrieved party.

Payment of Salaries to Elementary School Teachers

Last March the Government issued a communique stating that direct payments will be made to teachers of elementary schools which opted as non-fee levying schools. It was then thought that steps would be taken immediately to see that the salaries were paid regularly. It has now transpired that teachers in those schools have not received their salaries. It is needless to say that the sufferings of the Elementary School teachers whose pay is very low are now made greater by the delay in the payment of salaries. We understand that schools which have been on-fee levying have not also received their grants. The payment of salaries there also is delayed. Apart from this we hear that the teachers in District Board Elementary Schools in certain districts have not received their salaries for over three months. It is un-understandable why it is so when the District Board Elementary Schools are now under the charge of a Special Officer. It has been pointed out more than once that when money if found for the payment of salaries to employees other than teachers it is nothing but gross indifference for not paying the teachers. It is the duty of the Special Officers to intimate the Government sufficiently in time, so that they may get the necessary amount from the Government for the disbursement of the salaries. There is already discontent among the teachers that their salaries are very low and that no steps have been taken by the Government to raise them. The meagre salaries that are due to them if unduly delayed will increase their discontent resulting in their indifference to work. It is high time that the Government should take notice of these things and set things right at once in view of the soaring prices and low salaries paid to them.